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ABSTRACT

The provisional guidelines developed by the American Council on the Teaching of Foreign Languages for pre-service foreign language teacher education programs are intended for discussion and commentary from the profession and to assist in program development and evaluation. Guidelines are presented for three areas: (1) personal development, based on the knowledge and skills derived from a strong liberal arts education; (2) professional development based on knowledge and skills derived from education and experience in the art and science of pedagogy; and (3) specialist development, based on knowledge and skills associated with being a specialist in the language and culture to be taught in the classroom. For each of the three areas, specific program subareas are noted for which guidelines for coursework and experiences, some discussion, and indicators of program consistency with the guidelines are provided. Within the personal development section, these subareas include communication, acquisition and use of knowledge, and leadership. For professional development, they include the rationale for language study, theories of child development and learning, curriculum development, instruction, the instructional setting, foreign language in the elementary schools, and foreign language education faculty. For specialist development, they include language proficiency, culture and civilization, and language analysis. (MSE)

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PROVISIONAL PROGRAM GUIDELINES FOR FOREIGN LANGUAGE TEACHER EDUCATION

These guidelines should be used with caution. They do not represent a statement of minimum thresholds and therefore neither supplant nor correspond in purpose to current accreditation and monitoring instruments. Though professional consensus on minimal indicators may ultimately be gleaned from the statements in this document, these guidelines are intended to serve a program development function; that is, to represent a forward-looking view as to what knowledge, skills and experiences are deemed by the profession as holding the most promise for the preparedness of foreign language teacher candidates. The discussion which follows each set of guidelines is for the purpose of helping you assess your institution's preparation of foreign language teachers from several perspectives, draw conclusions regarding the overall effectiveness of the program, and plan for future improvements.

The guidelines contained herein focus on three areas in the preservice preparation of foreign language teachers:

a) Personal Development: the knowledge and skills derived from a strong liberal arts education
b) Professional Development: the knowledge and skills derived from education and experience in the art and science of pedagogy
c) Specialist Development: the knowledge and skills associated with being a specialist in the language and culture to be taught in the classroom.

These guidelines were developed pursuant to a three-year grant to ACTFL from the Department of Education. They are provisional only and require at this point scrutiny, discussion and commentary from all sectors of the foreign language teaching profession.

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PERSONAL DEVELOPMENT

Programs designed to prepare foreign language teachers should include a strong liberal arts component to foster the personal and intellectual development of the candidate. The range of course offerings should include the humanities, social and behavioral sciences, natural sciences, mathematics and the arts. The educator is first and foremost an educated individual. Therefore, this sequence of studies should be well planned and broad enough to permit candidates to develop the processes and skills essential to experiencing success, satisfaction and intellectual growth in teaching and in life.

AREA I: COMMUNICATION

Guidelines

The coursework and experiences that comprise the liberal arts curriculum will develop:

1. Effective communication skills and strategies in English, including:
   a) listening for the implied and intended meaning as conveyed by verbal and non-verbal signals;
   b) conveying thoughts orally in a clear manner appropriate to the audience being addressed;
   c) reading a variety of texts and deriving a meaning consonant with the writer's intention;
   d) writing clearly and concisely in a style appropriate to the intent of the task;
   e) tailoring language (both oral and written) for a variety of audiences.
2. Strong interpersonal skills, including:
   a) an awareness of the perspective of one's audiences;
   b) a sense of the apropriateness and effectiveness of behaviors within a range of social and professional contexts;
   c) flexibility of thought in situations which offer a variety of interpretations and options;
   d) recognition or creation of alternative resolutions to conflict.

Discussion

An essential characteristic of an effective teacher is the ability to communicate well with a wide variety of audiences, using both written and spoken language. Toward this end, the Liberal Arts program should provide a broad spectrum of activities and experiences that will enable the candidates to practice these skills.

Indicators of program consistency with these guidelines include:

- o the availability of coursework in English communication skills and strategies;
- o opportunities for students to develop oral and written language skills across the disciplines;
- o the availability of coursework and instructional approaches designed to develop skills in interpersonal relations and group dynamics;
- o planned opportunities for contact with a variety of audiences;
- o guidelines in determining listener/reader frame of reference and perspective;
- o guidance in determining speaker/writer frame of reference and perspective;
- o provision of simulation or case-study opportunities to provide for individual discovery, analysis and problem solving;
- o opportunities for writing on topics related to foreign language pedagogy.

AREA II: ACQUISITION AND USE OF KNOWLEDGE

Guidelines

The coursework and experiences that comprise the liberal arts curriculum will develop:

1. An awareness of information sources and the ability to:
   a) identify information sources and assess source reliability;
   b) evaluate the thoroughness of reporting and the strength of arguments, and distinguish between fact and opinion.
2. The ability to analyze and synthesize new information with emphasis on the development of critical-thinking and study skills, including:
   a) identifying issues or problems and their causes, securing relevant information, and relating, comparing, or quantifying data from various sources;
   b) making decisions which are based on logical assumptions and which incorporate all pertinent information;
   c) recognizing personally appropriate and effective strategies for different types of learning.
3. The ability to work with and learn from a variety of media and technologies.

Discussion

The liberal arts component of the teacher's education should not only provide information, but foster intellectual curiosity in order to encourage individuals to become seekers of knowledge. This intellectual curiosity will most likely arise from experiences that help potential teachers acknowledge their responsibilities to themselves for their own learning. A knowledge base that does not remain static and confined but that continually expands and enriches perspectives will be that of the teacher who is able to bring the world into the classroom and to link the classroom to the world. The above statements, therefore, relate to skills that contribute to an ability and desire to learn. As such, they are not limited to programmatic issues of course offerings but to types of in-class experiences and opportunities--ways in which instruction is delivered. What is learned through the liberal arts study may ultimately be less important than how it is learned.

Indicators of program consistency with this guideline include:

- the availability and accessibility in all areas of study of a variety of types of information sources, print and non-print;
- encouragement of the use of multiple sources for obtaining information, including the exploration of non-traditional information sources;
- the provision in all areas of study of criteria for and guidance in evaluating the accuracy, authenticity, and completeness of information;
- instructional approaches which include clearly structured tasks that allow for learner independence in investigation and performance;
- programs in all subject areas that are designed to offer not only discrete information but also linkage and integration of concepts to provide for continual expansion of knowledge;
- opportunities for questioning and speculating in a context that acknowledges and supports a variety of appropriate answers;
- inclusion of interdisciplinary coursework or the planned incorporation of cross-disciplinary application of concepts;
- availability of and opportunities to use computers as information delivery and organization systems.

AREA III: LEADERSHIP

Guidelines

The coursework and experiences that comprise the liberal arts curriculum will develop:

1. initiative, the desire and ability to start projects independently and take action beyond what is necessarily called for;
2. skills in planning and organizing time, resources, setting, and sequence of activities for goal-derived task accomplishment;
3. utilization of both tactical and strategic decision-making.

Discussion

Teachers are expected to assume the responsibility of leadership, both within and outside their own disciplines. The above statements thus refer to the development of specific skills and characteristics that are necessary for knowledgeable and articulate individuals to carry out these leadership roles and to serve as classroom models for future leaders. Within the classroom, these skills translate into purposeful and planned instruction through clearly defined goals and a well-established yet flexible course of action to achieve these goals. Good leaders are good strategic decision-makers, able to plan alternative courses of action when time is available. They are also good tactical decision-makers: equipped to see options, take actions, and commit themselves in ongoing situations, where time for deliberation is limited and extensive information gathering is inappropriate.

Indicators of program consistency with these guidelines include:

- coursework and seminars treating leadership characteristics and identifying individual leadership style;
- opportunities to participate in shared decision-making activities on a range of topics and with varying degrees of constraint imposed on the group;
- coursework in and practice with time and resource allocation and management for the attainment of specified goals and objectives;
- instructional approaches that focus on identification of the probable consequences of specific courses of action;
- opportunities to set performance goals, to plan courses of action and make decisions that will result in realization of the goals;
- opportunities to participate in structured exercises and activities that focus upon the need for individual initiative, divergent thinking, and spontaneous decision-making;
- opportunities to participate in social and professional activities beyond the classroom that call upon the candidate to exercise varying degrees of initiative, information gathering and processing, planning and organizing, goal-setting, shared and individual decision-making and attainment of closure during the process.

PROFESSIONAL DEVELOPMENT

Programs for the development of foreign language teachers should have a plan and clearly-stated policies for recruitment, selection, and admission. The criteria for these should be published and available to potential applicants who wish to seek admission.

Introduction

The professional development component of the candidate's preservice education is composed of coursework and experiences that relate to the individual in the role of "teacher". Guidelines in this section focus on programmatic aspects that prepare candidates to respond to major questions in planning and implementing foreign language instruction:

1) The question of "why": understanding what it means to know another language and recognizing the values and benefits of such knowledge.
2) The question of "who": observing and analyzing learners and learning.
3) The question of "what" and "when": organizing the content of instruction to provide for effective teaching and learning.
4) The question of "how": providing appropriate, purposeful classroom experiences.
5) The question of "where": experiencing the system and setting in which formal education occurs.

AREA I: RATIONALE FOR FOREIGN LANGUAGE STUDY

Guidelines

Programs provide instruction in the purposes for and benefits of foreign language study that includes:

1. information about the impact of competence in foreign languages on modern society and on one's own personal development;
2. emphasis on the importance of foreign language as it relates to the needs and interests of specific communities;
3. opportunities to develop skills in conveying the benefits of proficiency in another language to many different audiences (students, parents, administrators, business, and community);
4. opportunities to integrate this rationale in curricular and instructional decision-making.

Discussion

Programs have a responsibility to equip prospective teachers with information to help them become effective advocates for their profession. Teachers will be expected to keep abreast of future research and to interpret changes in society as they affect the role of foreign language study. Good programs will also provide opportunities for candidates to have direct experiences interacting with persons from other cultures.

Indicators of program consistency with this guideline include:

- availability of resource materials on rationales and language policy issues;
- opportunities for candidates to communicate the purposes and benefits of language study to others;
- planned interactions with people from cultures with language policies different from those in the United States;
- student participation in professional meetings on this topic.

AREA II: THEORIES OF CHILD DEVELOPMENT AND LEARNING

Guidelines

Programs provide instruction in child development, models and theories of learning and their relationship to the development of foreign language competence. This includes information about:

1. theories of physical, emotional, cognitive, and linguistic development of children and adolescents;
2. the interrelationship of these processes in terms of developing competence in a foreign language and its relationship to other subject areas in the curriculum of schooling.

Discussion

It is important that programs present theories and models proposed to explain learning in general and that this information be related to models hypothesized for foreign language learning through curricular or instructional linkage. Achieving this requires that instruction be closely related to field experiences with the full range of student populations for which certification is sought. These direct experiences include contacts with students of varying ages, abilities, aptitudes, and physical conditions as well as diverse school settings (e.g., urban, suburban, rural), diverse socioeconomic and subcultural settings (e.g., teenage parents, latch-key children, non-English-speaking areas) and serve to analyze and link theories to the realities of the classroom, and other elements of the school curriculum.

Indicators of program consistency with this guideline include:

- courses and materials showing treatment of human development concepts as well as their relationships to foreign language learning;
- planned and frequent opportunities to relate general learning theory to specific aspects of foreign language learning and foreign language teaching behavior through individual projects or cross-college collaborative efforts;
- schedules of opportunities in the curriculum for observing and working in diverse school settings.

AREA III: CURRICULUM DEVELOPMENT

Guidelines

Programs provide instruction in the theories and processes of curriculum development and their application to foreign language education. This includes information about:

1. the role of curricular design in adapting the nature of the discipline to learner needs, interests and characteristics;
2. the objectives and characteristics of different curricular models and their applicability in foreign language education;
3. the rights and responsibilities of the teacher in making decisions about foreign language program planning.

Discussion

Programs emphasize the teacher role in curricular design and provide information about ways in which curricula are developed both in terms of processes and models. Foreign language curriculum planning is viewed as being ongoing, open to change, and a function of teacher involvement across levels, languages and disciplines. Aspects of professional development should include exploration of issues such as needs assessment, articulation, consensus, learner expectations, measureability, and the role of textbooks and other instructional materials as resources in achieving curricular goals.

Indicators of program consistency with this goal include:

- o materials and syllabi that treat diverse models, objectives, and program formats;
- o opportunities to link knowledge of curriculum design and learning theory to specific foreign language program-planning efforts;
- o opportunities for writing objectives and lesson plans for achieving goals;
- o opportunities to evaluate materials in terms of their match with curricular objectives;
- o field experiences in which curricula and lesson plans can be implemented.

AREA IV: INSTRUCTION

Guidelines

Programs provide opportunities to acquire decision-making skills related to planning, managing and evaluating instruction. This includes information about and experiences in:

1. identifying the purpose and theoretical underpinnings of a variety of teaching strategies and anticipating the learning outcomes that result;
2. making critical decisions regarding planning for instruction, selecting materials, sequencing and executing learning activities;
3. evaluating effectively the total teaching-learning process, including daily interaction with students, continuous assessment of student learning, and self evaluation.

Discussion

Programs build the essential decision-making skills of prospective teachers by providing a knowledge and experience base for instruction which is derived from an up-to-date understanding of the second-language learning and teaching process. Programs provide for a weighing of advantages and disadvantages of alternative decisions so that candidates realize their role in achieving appropriate student behaviors. Programs are responsible for showing how research and experimentation have refined the practices of the past so that preservice teachers are aware of the necessity for continuous professional growth through inservice involvement.

Indicators of program consistency with this goal include:

- availability and accessibility of current literature in the areas of foreign language education, research on effective teaching and effective schools;
- multiple opportunities to select and experiment with instructional strategies and to evaluate results;
- structured formats for observing, assessing, and hypothesizing about classroom decisions through video taped or live classroom observations;
- coursework and experience in devising appropriate testing techniques;
- coursework in and effective models of classroom management: using grouping strategies, structuring tasks, giving directions, maximizing use of class time;
- practice in establishing progression in classroom activities;
- regular use of professional journals in the field of general and language-specific foreign language pedagogy;
- opportunities for use of learning/teaching devices: overhead projectors, video, computer software, language lab facilities;
- exploration of sources of instructional materials.

AREA V: THE INSTRUCTIONAL SETTING

Guidelines

Programs provide information about and experience in the secondary educational system, to include:

1. information about the roles and responsibilities of public schools in United States society;
2. examination of the roles and services of school district/state personnel: principals, guidance counselors, superintendents, school boards, foreign language supervisors, and State Department of education personnel;
3. awareness of protocols, reporting mechanisms, and rules governing the various functions of schools;
4. clinical and field experiences which provide contact with a wide range of students, settings, other subject areas and the many non-instructional aspects of life in schools;
5. a plan for integrating clinical and field experiences into all phases of the candidate's preparation;
6. procedures of and practice in self assessment.

Discussion

Programs may vary considerably in form and duration, but a common goal exists in an integrated approach which gradually increases the candidate's involvement in classroom decision-making. The tasks and responsibilities of prospective teachers build toward a culminating experience consisting of a sustained period of responsibility that reflects a full teaching load.

Indicators of program consistency with this goal include:

- a plan that defines the number, scope, expectations and activities of clinical and field experiences;
- clearly stated criteria for selection of cooperating teachers;
- clearly stated role descriptions for cooperating teachers, student teachers and university supervisors during field experience;
- evidence of planned contacts for the candidates with master foreign language teachers, school administrators, students and teachers in other subject areas;
- evidence of a full range of experience for grades for which certification is sought;
- frequent communication with the public schools.

AREA VI: FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS

Guidelines

For programs preparing teachers to teach foreign languages in elementary schools, the following additional guidelines are appropriate.

Programs provide information about and experience in the elementary educational system to include:

1. an understanding of first language development and its relation to second language learning in childhood;

2. the ability to teach reading and writing as developmental skills to learners acquiring literacy skills in their first language;

3. familiarity with the children's literature appropriate to the target culture;

4. knowledge of the elementary school curriculum and ability to teach or reinforce elementary school curricula through or in a foreign language;

5 knowledge of elementary school principles and practices, and the ability to apply such knowledge to foreign language instruction.

Discussion

The preparation of elementary school foreign language teachers insures that candidates can integrate foreign language within the context of the total elementary school program. Teacher candidates develop an understanding of the developing child, and particularly, the development of language and literacy skills in childhood. Sound foreign language instructions builds upon first language development in both the oral and written modes. Further, teachers are prepared to reinforce, enrich, or directly teach the elementary school content areas through the medium of the target language. Prospective elementary school foreign language teachers are enabled to perform their roles and responsibilities through extensive pre-service experiences at appropriate grade levels.

Indicators of program consistency with this goal include:

- o faculty who have demonstrated excellence in teaching foreign language in the elementary grades, in addition to demonstrating the requisite knowledge and skills necessary to prepare prospective teachers;
- o a plan which provides teacher candidates with prolonged and substantive field experiences at the appropriate grade levels;
- o clearly stated role descriptions for cooperating teachers, student teachers and university supervisors during field experience;
- o evidence of planned contacts for the candidates with master foreign language teachers, school administrators, students and teachers in other subject areas;
- o evidence of a full range of experience for grades which certification is sought;
- o frequent communication with the public schools.

AREA VII: FOREIGN LANGUAGE EDUCATION FACULTY

Guidelines

The faculty responsible for the foreign language education component of the candidate's professional development will:

1. be proficient in a foreign language;
2. have preparation and expertise in foreign language pedagogy;
3. have a record of excellence in language teaching;
4. maintain clear relationships with foreign language and education faculty and with school administrators and teachers.

SPECIALIST DEVELOPMENT

INTRODUCTION

The guidelines for specialist education detailed below address the areas of Language, Culture/Civilization, and Language and Communication Processes. The first set of guidelines focuses on the functional use of the four language skills-listening, speaking, reading and writing. The second deals with the acquisition of knowledge and appreciation of the totality of the foreign language culture and civilization. The third area concentrates on conceptual knowledge of the target language itself as well as a basic understanding of the principles of linguistics. For each of these components the program will provide pre-assessment, formative assessment, feedback, appropriate remediation, and summative evaluation. Program guidelines and the applicable evaluative measurements should be provided to candidates early in their program of study. Among the components of program implementation should be experiences incorporating application of technology (i.e. computers, film, video) to the aforementioned guidelines, as well as study abroad or its equivalent.

AREA I: LANGUAGE PROFICIENCY

Guidelines

The foreign language teacher education program provides the candidate opportunities to develop competence in the following skills to the degree indicated:

1. Speaking:
   a. satisfy the requirements of a broad variety of everyday, school and work situations;
   b. discuss concrete topics relating to particular interests and special fields of competence;
   c. display some ability to support opinions, explain in detail and hypothesize;
   d. use communicative strategies, such as paraphrasing and circumlocution;
   e. use differentiated vacabulary and intonation to communicate fine shades of meaning.
2. Listening:
   a. understand the main ideas of most speech in a standard dialect;
   b. comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;
   c. understand some culturally implied meanings beyond the surface meanings of the text.
3. Reading:
   a. follow essential points of written discourse in areas of special interest and knowledge;
   b. comprehend facts in texts and make appropriate inferences;
   c. understand parts of text which are conceptually abstract and linguistically complex, texts which treat unfamiliar topics or situations, and texts which involve aspects of target language culture;
   d. comprehend a variety of texts, including literary texts, and demonstrate an emerging awareness of the aesthetic properties of language and literary style.
4. Writing:
   a. write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics;
   b. write cohesive summaries and resumes;
   c. write narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli.

Discussion

It is incumbent on foreign language teacher education programs to provide the kinds of experiences, both in and out of the classroom, which will permit the candidate to develop functional performance in the language at a level equivalent to the Advanced Plus level on the ACTFL Proficiency Guidelines in listening, speaking, and reading, and at the Advanced level in writing.

Programs should be examined in terms of progressive and continuous attention to the development of language proficiency. Approaches which confine language and grammar study to lower levels with culture and literature at higher levels may be less effective in producing the levels of language use outlined above.

Indicators of program consistency with this guideline include:

- the presence of written goals for each level of language study and accurate placement instruments;
- opportunities to hear, speak, read and write authentic language in all foreign language courses;
- the presence of language courses which focus on the totality of communication in addition to those which focus specifically on culture, grammar, literature and pronunciation;
- a clearly articulated sequence of courses that balances culture, grammar, language use and literature throughout the major's course of study;
- opportunities for intensive language experiences in this country and/or through study or living-abroad programs;
- use of appropriate evaluative instruments to measure candidate performance. An example of such would be the Oral Proficiency Interview to measure the speaking component;
- effective use of available technology for providing authentic language models and efficient learning.

AREA II: CULTURE AND CIVILIZATION

Guidelines

The foreign language teacher education program provides the candidate opportunities to:

1. discuss, research and reflect upon the daily living patterns, societal structure, institutions, and value systems of the people who speak the language;
2. explore the variability of cultural concepts;
3. obtain an overview of the literatures of the people who use the language with an emphasis on contemporary writers and an in-depth experience with some major author or theme;
4. obtain an overview of the cultures and civilizations from a variety of perspectives, including the historical, geographical, political, and artistic;
5. develop skills in processing information that promote the understanding and interpretation of cultures and civilizations. These include:
   a) observing, comparing and inquiring about culture phenomena;
   b) analyzing and hypothesizing about cultural phenomena;
   c) synthesizing and determining the generalizability of cultural phenomena.

Discussion

As specialists in the area of foreign languages, candidates entering the teaching profession must not only be linguistically proficient but culturally proficient as well. Programs designed to develop cultural awareness will not only include information about the cultures of the people who speak the language but acknowledge the limitations and datedness of any corpus of information. To this end, programs should integrate a broad range of experiences designed to acquaint candidates with the everyday life and artistic accomplishments of peoples, as well as the independent ability to "process" and interpret cultural phenomena encountered directly or vicariously. In addition, programs should be designed to allow candidates to see the relationships that necessarily exist between language, literature and culture between both the native and target cultures.

Indicators of program consistency with this guideline include:

- o materials and instructional approaches which present authentic cultural contexts;
- o course requirements in the area of culture and civilization as well as literature;
- o opportunities to acquire knowledge and contact with cultures, literatures and civilizations of countries, other than the "mother country;"
- o opportunities to experience the cultures, literatures and civilizations in their own environment;
- o opportunities to study children's and adolescent literature of both target and "mother" cultures where appropriate;
- o opportunities to enroll in courses in other departments (history, anthropology, sociology, art, etc.) for content not available in the foreign language department;
- o opportunities to use modern technology (computers, film, video, interactive video, etc.) to study cultures, literatures and civilizations;
- o instructional approaches that utilize simulations, incident analyses and other discovery and problem-solving techniques geared toward the explanation and resolution of cross-cultural conflict.

AREA III: LANGUAGE ANALYSIS

Guidelines

The program provides the candidate opportunities to acquire and demonstrate:

1. knowledge of the nature of language and the significance of language change and variation which occur over time, space, and social class;
2. knowledge of theories of first and second language acquisition and learning;
3. knowledge of the phonological, morphological, syntactical, and lexical components of the target language;
4. knowledge of how communication occurs in real life, to include:
   a. the contribution of grammatical and lexical elements in expressing basic funtions and notions of the target language within the context in which they occur;
   b. analysis of discourse and communication strategies.

Discussion

It is important that programs prepare candidates to understand both the elements of and the totality of language in order that they be able not only to explain grammar and know when and how to analyze and correct learner errors, but also to understand and implement appropriate discourse strategies and establish meaningful contexts necessary for teaching communication. Programs should thus be evaluated in terms of how they are preparing future teachers to view and explain grammar as it contributes to real-life communication.

Indicators of program consistency with this guideline include:

- o instructional approaches that reflect language as it is used to perform functions in real-life contexts;
- o opportunities to examine and use communicative strategies associated with the acts of reading, writing, speaking, and listening;
- o opportunities to examine features of discourse;
- o opportunities to examine cultural connotations at the word level and at the discourse level;
- o opportunities for coursework in foreign language or other departments in at least one of the following areas: communication theory, second-language acquisition, discourse analysis, psycholinguistics, socio-linguistics, applied lingustics.